



# 1<sup>st</sup> Grade Packet

## Double Consonants

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

## **Guided Practice Activities**

These activities need to be completed with the help of a fluent reader.

### **Homework Pages**

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

### **Building Words Activities**

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

## **Independent Practice Activities**

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

### **Cloze Passages**

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

### **Building Words Transfer Cards**

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

### **Practice Pages**

Instructions at the top may need to be read to the student.

### **Sort and Spell Activities**

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

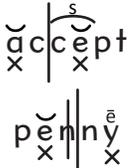
For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

### (Form A) Spelling Lesson Week 30: Double Consonants

**Spelling Skill:** Double consonants in a word cause the preceding vowel to be short and are usually used to spell one consonant sound (cc can be used to spell either one or two consonant sounds depending on the vowel that follows the second c). Knowing how double consonants function in a word will help students attend to the spelling of words syllable by syllable.

Example Words	<u>Word Bank</u> Skill Words		Most Common Words
	accept button comma success kitten	penny accuse happy address hammock	hummus channel mammal rabbit funnel
			want show put said now

### Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and prove one skill word from the word bank.	2. Write and prove two skill words from the word bank that you might find in a book about animals.	3. Spell and prove one skill word from the word bank.
4. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write and prove one skill word from the word bank that has double consonants that make two different sounds.
7. Spell and prove one skill word from the word bank.	8. Write a sentence using one MCW from the word bank and one skill word from the word bank.	9. Spell and prove one skill word from the word bank.

1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 30

## Building Words Review Activity for Spelling Lesson Week 30 Part 1 of 2, Double Consonants

<b>A</b>	<b>E</b>	<b>E</b>	<b>U</b>	<b>Y</b>	<b>F</b>	<b>F</b>	<b>L</b>
<b>R</b>	<b>S</b>	<b>S</b>	<b>T</b>	<b>T</b>			

l f f y u e e a

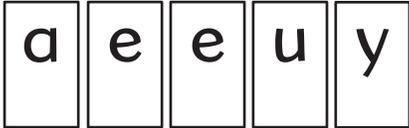
f f s s r

# Review Activities Lesson Week 30

## Building Words Review Activity for Spelling Lesson Week 30 Part 1 of 2, Double Consonants

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 30

### Building Words

Let's practice spelling words with double consonants, using the sound cards.

1. Spell the word **toffee**. To start, spell the first syllable in the word; spell /t<sup>ō</sup>f/. This word has a double *f* in the middle of the word. We write one *f* at the end of the first syllable, but we do not pronounce it. Now spell the second syllable in the word; spell /fē/. Put the two syllables together to spell *toffee*. We ate ice cream with bits of *toffee*.
2. Spell the word **stuffy**. To start, spell the first syllable in the word; spell /st<sup>ū</sup>f/. Remember, we write the first of the double *fs* at the end of this syllable, but we do not pronounce it. Now spell the second syllable in the word; spell /fē/. Put the two syllables together to spell *stuffy*. The attic smells *stuffy*.
3. Spell the word **flutter**. To start, spell the first syllable in the word; spell /fl<sup>ū</sup>t/. Now spell the second syllable in the word; spell /t<sup>er</sup>/. Put the two syllables together to spell *flutter*. We saw the butterfly *flutter* among the flowers.
4. Spell the word **taffy**. To start, spell the first syllable in the word; spell /t<sup>ā</sup>f/. Now spell the second syllable in the word; spell /fē/. Put the two syllables together to spell *taffy*. We bought some *taffy* at the candy shop.
5. Spell the word **fussy**. To start, spell the first syllable in the word; spell /f<sup>ū</sup>s/. Now spell the second syllable in the word; spell /sē/. Put the two syllables together to spell *fussy*. I think that the baby is *fussy* because she is hungry.

### Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

### Bonus Activity

Have students write one sentence using words from the lesson.

### Transfer

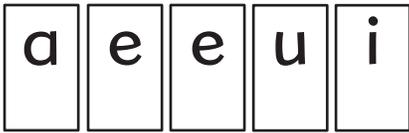
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 30 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 30

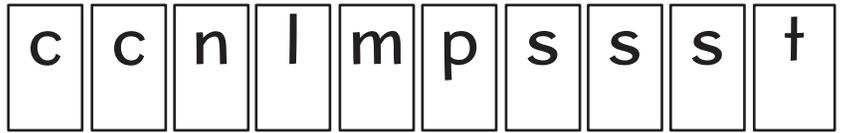
## Building Words Review Activity for Spelling Lesson Week 30 Part 2 of 2, Double Consonants

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 30

### Building Words

Let's try spelling words with a double *c*, using the sound cards.

1. Say the word **accept**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word; spell /**ăk**/. Now spell the second syllable in the word; spell /**sĕpt**/. Put the two syllables together to spell *accept*. Will you *accept* my apology? Is there a schwa sound in this word? If so, where? (in the first syllable)
2. Say the word **acclaim**. The first and second *cs* both make the /k/ sound. Spell the first syllable in the word; spell /**ăk**/. Now spell the second syllable in the word; spell /**clām**/. Put the two syllables together to spell *acclaim*. The word *acclaim* means public praise. He received acclaim for his acting
3. Say the word **success**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word; spell /**sŭk**/. Now spell the second syllable in the word; spell /**sĕss**/. Put the two syllables together to spell *success*. We are pleased with your *success* at the game.
4. Say the word **accuse**. The first and second *cs* both make the /k/ sound. Spell the first syllable in the word; spell /**ăk**/. Now spell the second syllable in the word; spell /**kŭz**/. Put the two syllables together to spell *accuse*. No one will *accuse* him of making a mistake. Is there a schwa sound in this word? If so, where? (in the first syllable)
5. Say the word **accent**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word; spell /**ăk**/. Now spell the second syllable in the word; spell /**sĕnt**/. Put the two syllables together to spell *accent*. She spoke with a cool *accent*.

### Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

### Bonus Activity

Have students write one sentence using words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 30 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 30

## Building Words Review Activity for Spelling Lesson Week 30 Part 2 of 2, Double Consonants

<b>A</b>	<b>E</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>C</b>	<b>C</b>	<b>N</b>
<b>L</b>	<b>M</b>	<b>P</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>T</b>	

**n c c i u e a  
b e e a**

**l w d s p m l  
t s s s**

**Reading Horizons Discovery® Spelling Lesson Week 30**  
**Cloze Passage 1**

Name \_\_\_\_\_ Date \_\_\_\_\_

From *Reading Horizons Discovery® Little Book "Penny's Lesson"*

Penny was a bunny \_\_\_\_\_ with big, floppy ears and fluffy fur.

Eating cabbage and lettuce made her very \_\_\_\_\_ .

"Lettuce and cabbage are so yummy," said \_\_\_\_\_. One day, Penny ate too much \_\_\_\_\_ and cabbage. All of the \_\_\_\_\_ , she felt sick. "My \_\_\_\_\_ feels funny," Penny told her mom. "Today I learned a \_\_\_\_\_ .

From now on, I will not eat so much lettuce and \_\_\_\_\_ ."



**Reading Horizons Discovery® Spelling Lesson Week 30**  
**Cloze Passage 1**  
**Double Consonants**

cabbage

happy

lesson

lettuce

Penny

rabbit

sudden

tummy

# Spelling Lesson Week 30

## Building Words Transfer Card 1 of 2

Words:

toffee    stuffy    flutter    taffy    fussy

Sentence:

He likes to eat toffee and taffy.

# Spelling Lesson Week 30

## Building Words Transfer Card 2 of 2

Words:

accept    acclaim    success    accuse    accent

Sentence:

They are happy to accept the success.

Name \_\_\_\_\_

When two of the same consonants are together in a word, only one consonant sound is heard. When the consonant *c* is doubled in a word, sometimes there are two consonant sounds.

### Lesson 68: Double Consonants

When a consonant is doubled, you hear only one consonant sound. Apply Decoding Skill 2 to split the double consonants. Then draw a line through the first of the double consonants to make it silent.

Examples:  $\underset{\times}{b}\overset{\check{}}{o}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\check{}}{e}\overset{\check{}}{t}$        $\underset{\times}{f}\overset{\check{}}{u}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\bar{e}}{y}$

Prove and read the following words:

fluffy      appeal      coffee

office      immense      cabbage

Sometimes the consonant *c* is doubled in a word. If the second consonant *c* is followed by the vowels *a*, *o*, or *u*, there is only one /k/ sound. The first *c* is silent. If the second *c* is followed by *i* or *e*, the first *c* says /k/, and the second *c* says /s/.

Examples:  $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\bar{u}}{s}\overset{\check{}}{e}$        $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\check{}}{e}\overset{s}{s}$

Prove and read the following words:

accept      accrue      acclaim

accede      accent

*Reading Horizons Discovery*® Spelling Lesson Week 30  
Sort and Spell 1

<b>Words and Without Double Consonants</b>	
<b>Words With Double Consonants</b>	<b>Words Without Double Consonants</b>

Word Bank

absent

daddy

dentist

explain

funny

happy

hiccup

hummus

indent

jumbo

lettuce

penny

puppet

subject

upset

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Would you like \_\_\_\_\_ on your sandwich?

2. Abby told a \_\_\_\_\_ joke.

3. A \_\_\_\_\_ is one cent.

4. Being sad is not the same as being \_\_\_\_\_.

5. Mom told me how to make a \_\_\_\_\_ out of a paper bag.

*Reading Horizons Discovery*® Spelling Lesson Week 30  
Sort and Spell 2

<b>Double Consonants with 1 and 2 Sounds</b>	
<b>Double Consonants with 1 Sound</b>	<b>Double Consonants with 2 Sounds</b>

Word Bank

accent

acclaim

funny

suppose

tennis

access

office

crabby

coffee

accept

accuse

shabby

fluffy

address

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 30  
Sort and Spell 2  
Sentences

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. That bunny is soft and \_\_\_\_\_.

2. The class play was a big \_\_\_\_\_.

3. She will \_\_\_\_\_ the trophy for her team.

4. Do you have the \_\_\_\_\_ to the dentist office?

5. My mom drinks \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. What two different sounds can double c's make?

\_\_\_\_\_

2. In *crabby*, what sound does the first *b* make?

\_\_\_\_\_

3. Where do you divide a word with double consonants in the middle? \_\_\_\_\_